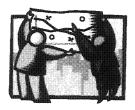
Chapter 7: Sustaining the Initiative

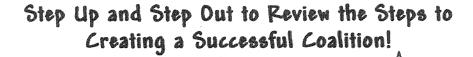


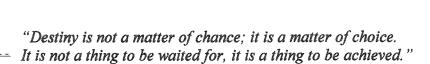


| Module 1: | Changes for a | Lifetime | 391 |
|------------|------------------|-----------------------|----------|
| A summary | of factors leadi | ing to sustainability | V |
| | | | |
| | | | |
| | | | |
| An emphasi | s on people as 1 | your most valuable | resource |

Chapter 7 Sustaining the Initiative

Module 1: Changes for a Lifetime





William Jennings Bryan

Successful Coalitions 🔆 🌣







- Know what they want to change or achieve
- Go through a community review, or evaluation process, to determine wants, needs, resources and problems that limit change
- Market and recruit in order to organize a committed group of community members
- Create action plans that include:
 - 1. Delegated action steps
 - 2. Anticipated results
 - 3. Timelines
- Communicate a vision, mission, and action plans to the community
- Model, or practice in daily life, the changes they wish to create
- Measure results and celebrate success



Checklist for a Healthy Coalition



| ☐ Marketing and awareness campaigns are continuous Notes | | | | | |
|---|---|--------------|--|--|--|
| ☐ Most segments of the community are represented on the coalition | | | | | |
| Business | | School | Pre-school Elementary School Middle School | | |
| | Industry Other | | High School Latchkey | | |
| Departm | City Planners Recreation | Elderly | Meal Sites Skilled Nursing | | |
| Notes | | | | | |
| | artners include individu Administration Teachers School Food Service Physical educators Other staff | als who repr | esent | | |

| The coalition structure is strong |
|--|
| ☐ It recruits members |
| ☐ It meets regularly |
| ☐ Meetings are well facilitated |
| ☐ Meetings have recognized outcomes |
| ☐ Resources are identified and used suitably |
| ☐ Actions are delegated effectively |
| ☐ It develops formal and informal leaders |
| ☐ It identifies win/win situations |
| ☐ It recognizes members |
| ☐ There are enough coalition members to support actions |
| planned and comfortably distribute the work |
| Notes |
| |
| |
| The community review has been completed to identify |
| Resources |
| ☐ Strengths |
| ☐ Areas for development |
| |
| Notes |
| |
| |
| ☐ The initiative has a well defined action plan |
| NT. A |
| Notes |
| |
| |
| ☐ Community strengths are used to increase opportunities for |
| healthy eating and physical activity |
| · |
| Notes |
| |

| | s for development are reviewed along with problems that limit ortunities for healthy eating and physical activity. Including: A lack of communication Time | | | |
|-------|--|--|--|--|
| | ☐ Facilities ☐ A lack of interest | | | |
| | ☐ Misperceptions | | | |
| Notes | | | | |
| | Actions are planned in small steps and with minimal use of resources, i.e., people, time, money, and equipment Notes | | | |
| Actio | Action plans include multiple environmental change factors: | | | |
| | Collaboration | | | |
| | ☐ Collaboration | | | |
| | ☐ Repetition | | | |
| | ☐ Repetition ☐ Education | | | |
| | □ Repetition □ Education □ Support | | | |
| Notes | ☐ Repetition ☐ Education | | | |
| | ☐ Repetition ☐ Education ☐ Support ☐ Reward ☐ Reward | | | |
| | □ Repetition □ Education □ Support □ Reward □ Reward □ Community | | | |
| | □ Repetition □ Education □ Support □ Reward □ Remard □ Community □ Nutrition Education | | | |
| | ☐ Repetition ☐ Education ☐ Support ☐ Reward sare formed with ☐ Community ☐ Nutrition Education ☐ Physical Activity | | | |
| | □ Repetition □ Education □ Support □ Reward s are formed with □ Community □ Nutrition Education □ Physical Activity □ School Meals | | | |
| | ☐ Repetition ☐ Education ☐ Support ☐ Reward s are formed with ☐ Community ☐ Nutrition Education ☐ Physical Activity ☐ School Meals ☐ Parents | | | |
| | ☐ Repetition ☐ Education ☐ Support ☐ Reward sare formed with ☐ Community ☐ Nutrition Education ☐ Physical Activity ☐ School Meals ☐ Parents | | | |

| Actions | |
|--------------|---|
| | Reach many different areas of the community |
| | Impact a relatively large number of community members |
| | Actions are well received in the community |
| Notes | |
| | |
| Results a | re measured/determined |
| | Increased number of appropriate policies |
| | Increased number of activities with healthy eating or |
| | physical activity choices |
| | Increased number of opportunities to improve skills for |
| | healthy eating and physical activity choices |
| | Increased number of people modeling healthy eating and |
| | physical activity choices |
| Notes | |
| | |
| | |
| ☐ Even Notes | the smallest successes are recognized and celebrated! |
| | |



Is your coalition in shape for the long haul?

If you left any of these factors unchecked, incorporate the actions that will allow you to "check them off" in your ACTION PLAN FOR SUSTAINABILITY!





Module Tip:

Include actions for sustainability in your coalition's action plan.

FAQs:

Question: How can the coalition be sustained when people, money, resources, and ideas keep changing?

Answer: The coalition is not dependent on things staying the same. It is flexible and will change with the environment and the groups it is working with. Linking people and components makes it easier to adjust to and sustain change.

Module Glossary:

Sustainability: The ability to maintain something over time.